



State of Tennessee
Division of Health Care Finance and Administration

Tennessee Technical Advisory Services
(TN TAS)

Deliverable Document

Deliverable A.46 – Organizational Change
Management and Training Plan

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1. Executive Summary

1.1 High Level Approach

The MMP Organizational Change Management and Training (OCMT) Framework, outlined in the following pages, details the overall approach and plan to manage change across HCFA as it is related to the MMP and its projects. To deliver on the promise of the MMP, the alignment, support, and orchestration of many State and County stakeholders will be required to make the program a success. Thousands of workers and provider partners will also need to be prepared to accept and deliver the improvements offered by the MMP. Progress will be multi-phased, which can increase the complexity of managing the change over time. It is critical that at the center of this plan there is a scalable, repeatable approach that can be applied across the MMP projects requiring OCMT support to roll out identified changes and help the State to increase adoption rates across HCFA.

TAS's holistic approach to change means that the OCMT Framework spans both Organizational Change Management (OCM) and Training, providing unique plans for each but applying a consistent methodology to both help with accuracy in analysis, consistency in design, and excellence in execution. Designed to be both scalable and repeatable, the OCMT Framework methodology represents five phases of work: analysis, design, development, implementation, and evaluation (details of each phase related to both OCM and Training are presented in later sections of this document).

Supporting the OCMT Framework is the OCMT Framework Toolkit. Tailored to the specific needs of the MMP, the OCMT Framework Toolkit includes a range of tools—like the Organization Impact Assessment, Skills Gap Assessment, and Training Needs Analysis—that are designed to assess the magnitude of change for the MMP, determine the capacity of HCFA to adopt the forthcoming changes, identify and prioritize risks at both the program and project level, and define plans for stakeholder management. Furthermore, the Toolkit establishes consistent guidelines for deploying tools uniformly across the MMP projects.

Collectively, the OCMT Framework and Toolkit allows the team to:

- Assess HCFA's capacity to change in order to align the organization in such a way that impacted audiences can best execute the new processes, model applicable behaviors, and demonstrate desired mindsets associated with the MMP and its projects.
- Design explicit OCM and Training plans that define the nature and sequence of specific activities, resources, and interdependencies required to manage change at both the MMP level and individual project level, based on the results from the Change Capacity Assessment.
- Mobilize and align leaders so that their influence and authority is appropriately leveraged and that each leader has a personalized action plan that enables their sponsorship and support of the change effort to be on full display.
- Transfer knowledge and train impacted HCFA employees with the proper information, skills, and support to work effectively both during the transition and in the future state environment.
- Track performance improvement and benefits realization on a timely basis to encourage and reinforce the objectives of the MMP and HCFA.

2. Change Capacity

2.1 Approach

The first step in developing the OCMT Framework is the Change Capacity Assessment (CCA). A survey will be conducted across the anticipated MMP impacted audiences with the purpose of understanding HCFA's capacity to undergo a large-scale transformation like the MMP and to learn about the needs for support and training as we progress through the series of planned changes.

The CCA provides the foundation from which the OCM and Training plan is design and executed. The overall approach includes completing a detailed assessment using the most appropriate channel(s) (survey, focus group, interviews) for each the program, as well as each project, to assess HCFA's readiness to change.

The objectives of the CCA are threefold:

- Provide Continuous Feedback: Establish a continuous feedback loop through the use of surveys, focus groups, and/or interviews to assess HCFA's readiness for change
- Manage and Adjust the Approach: Adjust change and training content, methods, and/or Change Management activities as necessary
- Measure and Report to Leadership: Directionally measure and report to leadership how the change is perceived and managed, as well as validate specific concerns and address through appropriate channels

The CCA is facilitated differently at the Program and Project levels. The Program level encompasses all of HCFA impacted by the MMP program and will be administered 2-3 times per year to all HCFA employees. The Project level includes the individual projects under the MMP, including TEDS, Security, MMIS, and HIE, and will be administered 2-3 times per year to the relevant stakeholder base based on the assessed change magnitude.

3. OCM Plan and Approach

3.1 Approach Overview

A key component to the overall OCM approach is the Scale of Change Assessment which identifies the project's magnitude of change and further assesses HCFA readiness to accept and adopt the change. Being able to simultaneously understand the magnitude of an impending change and how an organization is prepared to process and adopt that change drives the package of recommended OCM and Training deliverables to be completed for the project in question. Combined with the results of the Change Capacity Assessment, this informs the development of OCM plans, timelines, and success metrics for each project in a consistent manner.

An additional enabling factor of the OCM plan is the OCM Change Toolkit. Replete with change activities, supplemental methods of analysis, and tailored based on the CCA and Scale of Change Assessment, the OCM Change Toolkit will promote and foster the successful adoption of MMP objectives and attitudes that support effective, high-quality service for HCFA stakeholders and members across the state.

A critical aspect of any lasting change is program governance. The OCM approach will focus on the cultural changes that need to occur to mobilize key governance stakeholders who will be expected to serve on a governance committee, interact with the governance committee(s), or follow established governance processes. This strategy will utilize many of the same core concepts as project specific OCM strategies, specifically stakeholder analysis which will identify stakeholder needs, enablers, and barriers and promote robust governance design. (Additional information regarding OCM support and oversight of communications is outlined in A.47 – Communication Management Plan.)

Individual OCM Team members will be assigned to each discreet project, and the entire team, led by the OCMT lead, will be responsible for managing OCMT across the MMP. They will work with each project team to complete the Scale of Change Assessment and develop plans based on the output.

3.2 Detailed Approach

As previously mentioned, the OCM approach includes five phases that span a project’s lifecycle, and in a phased rollout like the MMP, allow for continuous feedback loops and enhancement opportunities.

Phase	Analysis	Design	Development	Implementation	Evaluation
Goal	Determine OCM Approach	Prioritize and plan key activities	Finalize approach & develop materials	Execute planned change activities	Evaluate results and report findings
Description	Assess degree of change, organizational risk and readiness, and stakeholder engagement	Using outputs from the assessments, design an explicit change plan that outlines the sequence of specific change activities	Establish the processes, materials, tools, and plans to be deployed throughout the Implementation phase	Execute on agreed-upon change activities	Measure and report monthly on the progress of the change effort; make adjustments as required
Tools & Templates	<ul style="list-style-type: none"> Change Capacity Assessment Stakeholder Analysis Org. Impact Assessment 	<ul style="list-style-type: none"> Change Plan OCM Timeline Stakeholder Management Plans 	<ul style="list-style-type: none"> Stakeholder Registry OCM activities specific materials OCM Success Evaluation Dashboard 	<ul style="list-style-type: none"> Stakeholder Registry OCM activities specific materials OCM Success Evaluation Dashboard 	<ul style="list-style-type: none"> Change Capacity Assessment Stakeholder Registry OCM Success Evaluation Dashboard

3.2.1 Analysis Phase



The Analysis stage is about assessing the organizational risk and cultural readiness for change. As highlighted previously, during this phase the team will work to articulate a business case and vision for change to help make the change effort an organizational priority by connecting the effort to the organization’s overall strategic direction and the staff’s commitment to service. We will also assess organizational risk and readiness so that both the “personality” of the organization and the nuances of the

change effort can be properly identified and subsequently addressed. The information gathered during the analysis phase will support the design phase of the change plan.

1. Conduct the Change Capacity Assessment to identify and mitigate the organization change readiness and risk factors
2. Conduct the Scale of Change Assessment
3. Conduct the Stakeholder Analysis to identify the impacted groups or individuals and their needed level of commitment in order for the project to succeed
4. Conduct the Organization Impact Assessment to understand how the changes impact the broader organization

3.2.2 Design Phase



The Design stage is about proactively addressing and mitigating change resistance. During this stage development of an explicit change plan that defines the nature and sequence of specific change activities, resources, and interdependencies to manage aspects of the change effort occurs. We will also start to mobilize and align leaders, targeting each leader individually based on the outcome from the stakeholder analysis. This engagement will help ensure that their influence and authority is appropriately leveraged and that each leader has a personalized action plan designed to demonstrate their sponsorship and support of the change effort.

1. Design an explicit change plan that defines the nature and sequence of specific activities, resources and interdependencies required to manage the change effort
2. Determine OCM timeline of activities and sequencing
3. Draft Stakeholder management plans
4. Design OCM plans to support interdependent work streams (e.g. EA-BOM, Governance, SDLC, etc.)

3.2.3 Development Phase



The Development phase is primarily focused on establishing the processes, materials, tools, and plans that will be deployed or operationalized during the Implementation phase. Based upon the OCM Change Toolkit and the plans designed in prior phases, the team will build and tailor each change activity, tool, and plan to meet the specific needs of each MMP project while carefully aligning all materials to the overarching vision, themes, and objectives of the broader MMP. Furthermore, an important component of the Development phase is developing and fostering the requisite stakeholder relationships that can help with the transition to and execution of the Implementation phase.

1. Update MMP Program Stakeholder Register
2. Develop OCM activity materials based on OCM plans (e.g. Leadership Action Plans, Stakeholder Management Plans, etc.)

3. Validate Stakeholder Management Plans
4. Create OCM Success Evaluation

3.2.4 Implementation Phase



The Implementation phase solidifies and expands on the materials, tools, and plans established during the Development phase. The TAS perspective, and the ultimate objective, is that this phase should not be to simply “implement” or manage resistance, but to institute a culture that embraces change and strives for innovation in the name of providing enhanced services and benefits for the people of Tennessee. By establishing a forward-looking, improvement-oriented culture within HCFA throughout the duration of the MMP, we help to “future proof” HCFA from the headwinds of change and ensure that employees, members, and partners all reap the value.

1. Execute OCM activities at the program and project level
2. Update the Stakeholder Register as necessary
3. Coordinate with SI to ensure technical change activities are implemented appropriately
4. Provide central access to OCM materials

3.2.5 Evaluation Phase



For the Evaluation phase, we have identified both standard and optional change metrics that will be applied to the overall program and discreet projects. The standard metrics, as outlined below, are a major input into the OCM and Training Dashboard (see 5.2 Dashboard Example), which will be compiled and shared with project and program leadership on a monthly basis. Evaluation activities include:

1. Update OCM and Training Dashboard monthly
2. Deploy additional CCA to evaluate how change readiness has shifted over time and report on results
3. Regularly analyze data and feedback and incorporate key points into approach
4. Regularly present findings and recommendations to Project and Program Leadership
5. Update and maintain OCM materials

Standard Change Metrics (applied across the program and all projects)	
Change Metric	Measurement Method
Change Capacity Trends; Scoring by Change Category	Change Capacity Assessment
Stakeholder Mapping (Attitude, Mindset, Awareness)	Stakeholder Interviews
Top Change Management Risks	Focus Groups, CCA Survey, Stakeholder Interviews

Standard Change Metrics (applied across the program and all projects)	
Change Metric	Measurement Method
Level of Change Magnitude	Scale of Change Assessment
Attendance and/or participation in CM activities	OCM Plan (MS Project)

Optional Change Metrics (based on project needs)	
Change Metric	Measurement Method
Leadership Action Plans (LAP)	Leadership and Change Coach verbal / written confirmation
Amount of job activities impacted	Job Impact Assessment
Internal Change Management competency	Change Sponsors, Culture Assessment, Toolkit

4. Training Plan and Approach

4.1 Approach Overview

The MMP Training framework, outlined in the following pages, details the overall MPP Training Plan to prepare impacted individuals. At the center of this approach is a scalable, repeatable, and consistent methodology that can be applied across MMP projects that require educational support to increase adoption of the changes impacting HCFA.

The bulk of training activities typically occur during the overall project team’s “Design” phase. While initial change planning efforts begin with the completion of the Scale of Change Assessment and the Stakeholder Analysis, curriculum planning and subsequent curriculum development cannot commence until there is a good working understanding of the current landscape and the future state vision.

This comprehensive training approach includes the following:

Training on the People aspects

End users begin to identify their current job responsibilities along with some new ones. Employees start to see how their role interacts with other employees/departments and how they specifically contribute to the overall results at different steps in the process.

Training on Process aspects

Users take the time to understand the overall business process with a clearly defined result.

Training on Technology aspects

Finally, they learn the technical steps that they need to take in the system to support their role in the process. They become familiar with the new visual prompts, data requirements, and system transactions/activities.

4.2 Detailed Approach

The Training Team will use the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) as the core methodology for developing and delivering training. The model provides a standard approach

that can be applied consistently to the training development lifecycle, regardless of the scope and complexity of training needs of each MMP project.

The image below details the activities by ADDIE phase, including the tools and templates that will be used at each step of the way (all underlined items are tools/templates included in the Change Toolkit).

Phase	Analysis	Design	Development	Implementation	Evaluation
Goal	Determine Training Approach	Prioritize and plan key activities	Finalize approach and design materials	Execute the event or series of events	Evaluate results and report findings
Description	Assess degree of change, audience, and training needs to design Training Strategy and Plan templates	Using outputs from the assessments, design an explicit Training Plan that outlines the sequence of specific training activities	Establish the processes, materials, tools, and plans to be deployed throughout the Implementation phase	Execute on agreed-upon training activities	Measure and report monthly on the progress of the change and training effort; make adjustments as required
Tools & Templates	<ul style="list-style-type: none"> Training Needs Analysis Audience Analysis Training Strategy template Training Plan template 	<ul style="list-style-type: none"> Training Curriculum template Training Development and Governance plans Training Timeline 	<ul style="list-style-type: none"> Training Curriculum and Development plans Draft Training materials Training state use cases 	<ul style="list-style-type: none"> Deploy Training program Execute Training plan Trainer Preparation program 	<ul style="list-style-type: none"> Training Evaluation survey OCMT Dashboard OCM Success Evaluation Dashboard

4.2.1 Analysis Phase



Once organizational change impacts have been identified, the Training Team will work with the project team and SI to conduct a detailed training needs analysis and high level skill gaps analysis to document which roles within HCFA will require specific process and system knowledge. This enables the Training Team to create a training plan that reflect both the project and learner requirements. Other key inputs include output from the Scale of Change Assessment. Determine project scope. Discussions to identify those items that will and will not be addressed in the project. Determining number of users and appropriate learning modalities.

During the Analysis phase the training team gathers the information needed to develop a robust training plan. A preliminary Training Needs Analysis (TNA) will be conducted to prepare for re-skilling or training of the workforce. The TNA will be based on the Organizational Change Management Plan and feedback into it. During the Analysis Phase, the training team identifies the scope of the system’s potential impact on end-users. Potential training challenges are vetted, and a thorough analysis of training needs by employee role and by any other relevant business components is completed. This initial phase also helps us determine the priority of deliverables in terms of development and delivery. Activities include:

1. Assess change impacts and conduct Training Needs Analysis
2. Define learning objectives and performance goals

3. Conduct Audience Analysis and Mapping
4. Assess available training delivery channels
5. Determine training timeline (development and delivery) and complete Training Plan Template; validate plan with key stakeholders
6. Assess training logistics (e.g., software, rooms and other equipment)
7. Assess capacity to schedule learners and track course completion

4.2.2 Design Phase



Collaborating closely with each project team and the SI, TAS designs the full curriculum of training programs, associated templates for courses and learning assets, and upfront training development and governance plans to create all materials. This encompasses the design of the learning materials themselves (e.g., classroom materials, Quick Reference Guides, etc.) and the structure the development process, including roles and responsibilities around drafting, reviews and sign-off.

Training Design is the cornerstone of the training effort. Strong training design is a critical foundation for training success. Designing training that addresses the unique needs of the State audiences will be pivotal to end user adoption and skills improvement. The Design Phase uses a systematic approach to expanding the learning objectives identified during the Analysis Phase into detailed curriculum content plans. Detailed outlines and deliverable drafts created. All templates, styles, and design standards are finalized – ensuring a cohesive and consistent training approach amongst the various end-user roles and module support materials.

Additional activities may include:

- Identify logical topic groupings for learning module sets
- Disseminate training templates, styles, and design standards to the Instructional Developers
- Identify trainer candidates
- Determine training content development sequence according to the system’s development schedule
- Design Training Development and Governance Plans to create all materials
- Design templates for courses and learning assets
- Determine program duration and pace
- Design participant assessments and assessment conditions
- Determine program evaluation methodology, data collection methods, timing and reporting formats
- Define implementation and training administration requirements
- Complete Training Curriculum template
- Design and validate Training Course Outlines and other learning content
- Refine training development timeline
- Provide timeline and training environment requirements to SI (as noted in the Training Course Outlines)

4.2.3 Development Phase



Leveraging the training development plans, the Training Team own the end-to-end development of all training materials and assets. This also includes working closely with the SI and project teams to ensure the required training environments are set up, tested and ready for use for classroom delivery (as outlined in the governance plan portion of the training development plans). The main focus of the project. The TAS Training team collaborates with HCFA Team SME to create and finalize all materials related to curriculum. Intensive work is conducted within the target application along with the eLearning rapid development tool to create custom learning materials. This phase is where the majority of time is spent and heavily based on straight-forward project management principles to drive efficient completion, review and sign-off of the materials while managing the logistical complexity associated with the development process.

Training Development begins once the training curriculum, learning content and course outlines have been approved. During the Training Development phase the TAS Training Lead will work with relevant SMEs (process or technology, be them State or vendor) and work to convert key concepts to meaningful content. The Development Phase is comprised of activities focused on documenting the system processes and topics into the learning formats identified in the Training Program Plan (developed during the Define Phase). As items have been identified and approved, changes to system configuration and functionality are inevitable. We are adept to reacting to changes in system requirements and project scope – modifications that, if not identified and handled appropriately by the training development team, can adversely impact the eventual goal of ensuring end-users' success in using the system.

A key milestone to the program is to test the learning components and receive feedback from key user groups and SMEs is to create a program Pilot during the Development Phase of the project methodology. The pilot will allow for template changes and incorporate suggested changes within the scope of the project.

The project specific training material review and approval process will be determined during the training development phase. At a minimum, final training materials must be approved by the State Project Manager and the State Business and/or IT project sponsor where applicable. Additionally, the previously mentioned parties may appoint additional approvers where applicable based on the particular nuances of each training item.

Additional activities may include:

- Develop training materials based on Training Curriculum and Development Plans
- Communications to user populations
- Coordinate with SME's
- Materials approval
- Build course structure
- Upload content
- Develop simulations
- Develop EPSS structure and populate content.
- Develop communication packs for program stakeholders
- Develop session plans, trainer guides, learner guides and trainer and participant resources
- Collaboratively provide information to SI to build training environment
- Develop trainer and on-the-job aids
- Develop coaching/mentoring guides and resources
- Work with relevant vendors to oversee their development of technology based sand boxes, infrastructure and other support software
- Develop participant assessments
- Develop Training Evaluation
- Develop project and program evaluation instruments
- Conduct pilot program to test that program meets client requirements
- Review implementation and evaluation costs, effort required and schedule
- Review draft training materials with SI, Project Team and key stakeholders; update as necessary, obtain final sign-off

- Complete Training Coordination Template (to track training scheduling and logistics)
- Finalize all training materials and package for delivery

4.2.4 Implementation Phase



The Training Team will own the delivery of training materials to end users, as defined in the training plan, supported by the SI and Project Team members. The SPMO will also play a critical role in the logistical and deployment aspects of training delivery and tracking.

Training Delivery (deployment/implementation) begins with Trainer Readiness and extends through completion of training delivery activities across all audiences. During formal training, a “tell me, show me, let me” approach will be used followed by measurement to gauge satisfaction and knowledge transfer. During the Implementation Phase the training materials and other deliverables disseminated to the end-users using the delivery modes identified in the Training Program Plan.

Example activities may include but are not limited to:

- Communicate to end-user populations
- Rollout program communications to stakeholders
- Distribute formative evaluations
- Produce program materials and aids
- Conduct participant training evaluations
- Execute Trainer Preparation Plan
- Distribute materials
- Prepare coaches/mentors
- Set up training venues and coordinate logistics
- Schedule participants and finalize logistics
- Conduct training sessions
- Conduct knowledge transfer to client’s full time resources
- Work with SI to make changes to the training environment as needed (based on trainer input)

4.2.5 Evaluation Phase



Evaluations will occur in conjunction with the Implementation phase to provide visibility to the effectiveness of training delivery and lessons learned that can be applied immediately. This is central to the approach of real time modification of materials and the approach where appropriate. The Training Team will define a set of measures that will be evaluated against across all projects to provide consistency across metrics and recommendations (from end user satisfaction through behavioral change and adoption).

Assessing the effectiveness of the learner’s experience drives continuous improvement. The purpose of a training assessment/evaluation plan is to establish methods and metrics for determining adoption.

Training Evaluation begins at the individual learner and extends through the training program. The training program will evaluate learner effectiveness as well as overall program effectiveness.

The Kirkpatrick Four Level Evaluation Model offers a well understood and accepted approach to training evaluation. Each level provides different measures that combine to paint an overall picture of the effectiveness of a specific training course, or of an overall training program. We will focus on gathering data from Level 1 and Level 2 evaluations and use these findings to improve training materials and deliver remediation support.

Activities for this phase include:

1. Distribute Training Evaluation Survey at the end of each course (in class or online), example below:

Questions		Contents / Scales				
Course Information:	[Provide a list of courses to choose from]					
Where was the training course located?	[List all applicable locations]					
Please state the degree with which you agree with the following statements:						
Questions	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	
This session met the goals / objectives that were defined and communicated before / during the training.						
The materials were well-prepared, organized, and easy to read and understand.						
The Trainer was prepared, knowledgeable, and organized.						
The instructor was able to communicate the topic effectively.						
I will apply what I learned on my job.						
I would recommend this course to others in my job/role.						
Please provide any additional feedback:	[free text]					

2. Regularly analyse feedback.
3. Regularly present findings and recommendations to Project and Program Leadership.
4. Update OCM and Training Dashboard monthly (see section 5.2 for Dashboard Example).
5. Update and maintain training materials in a centralized location per recommendations.
6. Provide post go-live support to end users, including determining if refresher training is needed.

5. Measuring Overall Success for OCM and Training

5.1 Summary Approach

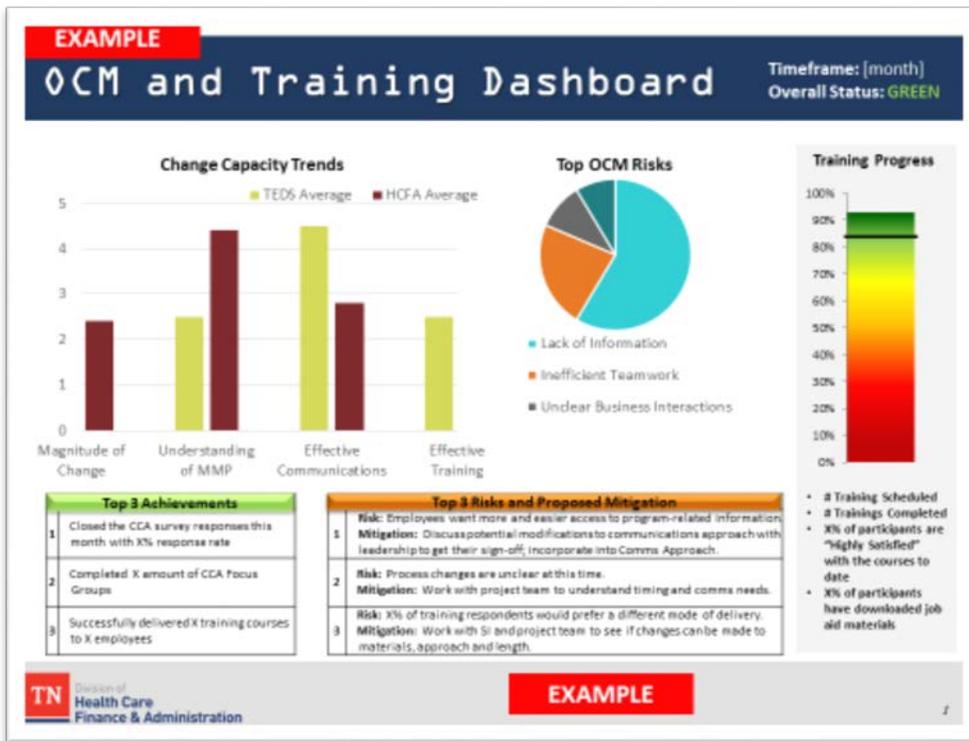
Standard metrics and success criteria are defined within the OCM and Training work streams, respectively (highlighted below). Given that data comes from various sources, the dashboard view will vary based on where we are in the overall project lifecycle.

Standard Change Metrics (applied across the program and all projects)	
Change Metric	Measurement Method
Change Capacity Trends; Scoring by Change Category	Change Capacity Assessment

Stakeholder Mapping (Attitude, Mindset, Awareness)	Stakeholder Interviews
Top Change Management Risks	Focus Groups, CCA Survey, Stakeholder Interviews
Level of Change Magnitude	Scale of Change Assessment
Attendance and/or participation in CM activities	OCM Plan (MS Project)

Standard Training Metrics (applied across all projects)	
Training Metric	Measurement Method
Training Development Status	Training Development Tracker
Scheduled Trainings	Scheduling
Training Completion	Training Plan
End User Satisfaction	Training Course Evaluations
Trainer Effectiveness	Training Course Evaluations
Training Material Effectiveness	Training Course Evaluations
Job Applicability	Training Course Evaluations

5.2 Dashboard Criteria and Example



5.3 Review Cycle

The dashboard will be produced on a monthly basis for review with SPMO and MMP Leadership.

6. Roles & Responsibilities

6.1 Team Structure

The OCM and Training team will remain fluid throughout the duration of the MMP program in order to scale resources as necessary based on the needs, activities, and plan delivery outlined in the approved OCM and Training plans (A.46). Any resources brought onto the project will have the appropriate amount of experience and expertise to fulfill the project’s needs for both change management and training. To learn more about the current OCM team members, refer to the Team Resume section 7.1 of the Appendix.

6.2 OCM and Training Roles & Responsibilities Defined

**Note: Red text indicates items related to the delivery/execution of the plan*

OCM Roles and Responsibilities

OCM Role	Responsibilities
TAS OCM Team	<ul style="list-style-type: none"> Develop change plan Regular coordination and integration with MMP project teams to collect and analyze data related to change management needs and activities Coordinate with MMP project teams to coach and assist with adoption of CMO methods, tools and standards Overall responsibility for the quality of delivery outcomes and client satisfaction in line with the SOW Coordinates with TAS PMO and SPMO, on progress and changes to project status Oversee and direct execution of change activities Direct and manage stakeholder engagement Provide monitoring and feedback to key stakeholders to enable improvement of scope and quality of OCM services
State of TN OCM Lead	<ul style="list-style-type: none"> Work with TAS OCM team to identify and validate change impacts and activities Review and approve change approach, activities and timelines Represent OCM to the rest of HCFA and HCFA leadership team Drive and endorse change agenda and interests to the leadership team Provide resources as needed to execute activities Coordinate meetings Provide stakeholder information
MMP Leadership	<ul style="list-style-type: none"> Align on MMP project vision Champion change efforts Facilitate relationship building between TAS OCMT team and project stakeholders Enable cross-functional integration between all project parties Actively participate in OCM status success evaluation and ongoing feedback

OCM Role	Responsibilities
SPMO	<ul style="list-style-type: none"> • Ensure OCM team has equitable representation in standing meetings • Owns and operates all major functions of the SPMO including: <ul style="list-style-type: none"> - Master Planning - Risk/Issue/Change Control - Quality Assurance
System Integrator (To be named)	<ul style="list-style-type: none"> • Assist TAS OCM team with validation of new processes related to planned change activities • Provide project plan / timeline for TAS to validate against its change activity timeline • Provide access to key documentation and subject matter experts • Provide resources as needed to participate in executing change activities
TN Project Sponsor	<ul style="list-style-type: none"> • Provide access and time to the OCM team as needed • Direct and manage stakeholder engagement
TAS TN Project Teams	<ul style="list-style-type: none"> • Work with the OCM team to complete the Scale of Change Assessment • Provide access and time to the OCM team as needed
Assumptions	<ul style="list-style-type: none"> • All roles and responsibilities defined above are applicable to interdependent deliverable execution requirements

Training Roles and Responsibilities

Training Role	Responsibilities
TAS Training Team	<ul style="list-style-type: none"> • Define training plan • Develop training plan with detailed activities and timelines • Regular coordination and integration with MMP project teams to collect and analyze data related to training needs • Coordinate with MMP project teams to coach and assist with adoption of training methods, tools and standards • Coordinate with TAS Project teams, TN Project Sponsor, and SI to identify job impacts and skill gaps • Overall responsibility for the quality of delivery outcomes and client satisfaction in line with the SOW • Coordinate with TAS PMO and SPMO, on progress and changes to project status • Define delivery methods and timeline • Recommend development tools and LMS • Develop training curriculum • Create training materials • Oversee and direct execution of training activities • Report on training success evaluation • Provide monitoring and feedback to key stakeholders to enable improvement of scope and quality of training services
State of TN OCM Lead	<ul style="list-style-type: none"> • Work with TAS Training team to coordinate training logistics, validate data and processes

Training Role	Responsibilities
	<ul style="list-style-type: none"> • Review and approve training approach, activities and timelines • Represent OCM to the rest of HCFA and HCFA leadership team • Drive and endorse change agenda and interests to the leadership team • Assist training team with training curriculum and material development • Provide resources as needed to execute activities • Provide stakeholder information
MMP Leadership	<ul style="list-style-type: none"> • Align on MMP project vision • Champion training efforts • Facilitate relationship building between TAS OCMT team and project stakeholders • Enable cross-functional integration between all project parties • Actively participate in training status success evaluation and ongoing feedback
SPMO	<ul style="list-style-type: none"> • Ensure TAS training team has equitable representation in standing meetings • Owns and operates all major functions of the SPMO including: <ul style="list-style-type: none"> - Master Planning - Risk/Issue/Change Control - Quality Assurance
System Integrator (To be named)	<ul style="list-style-type: none"> • Provide a refresh schedule that coincides with the scheduled trainings • Assist TAS training team with validation of new processes • Assist with testing of documented training systems steps • Provide resources to validate training materials • SI will be responsible for providing process flows (end-to-end processes), including application process steps and systems documentation to TAS that can be utilized as the foundation to build MMP related trainings • Provide project plan / timeline for TAS to validate its training timeline • Provide access to key documentation and subject matter experts (to support training needs analysis) • Provide resources during the trainer readiness and pilot training sessions • Build and maintain training environment as needed
TN Project Sponsor	<ul style="list-style-type: none"> • Provide access and time to the training team as needed • Direct and manage stakeholder engagement
TAS TN Project Teams	<ul style="list-style-type: none"> • Provide SME support as necessary to develop, support and QA training materials • Provide access and time to the training team as needed
Assumptions	<ul style="list-style-type: none"> • All roles and responsibilities defined above are applicable to interdependent deliverable execution requirements

Governance Roles and Responsibilities

Governance Role	Responsibilities
TAS OCM Team	<ul style="list-style-type: none"> Align stakeholders on the benefits of the governance structure, including when they will be realized throughout the project timeline while standing up the governance structure Identify the changes that need to occur within the State of Tennessee culture to enable the individuals who are expected to serve on a governance committee to serve/ govern effectively Work with governance team to define OCM-related roles and responsibilities, expectations, and engagement process with the governance team and project steering committees Identify organizational impacts stemming from operationalizing the governance structure and supporting committees Work with governance team to define the OCM operating procedures and guidelines for the governance structure and supporting committees Implement the OCM governance operating procedures and guidelines, including stakeholder analysis, communications oversight, and facilitation of onboarding activities for key stakeholders Provide additional OCM support to assist the governance team and SPMO as needed
State of TN OCM Lead	<ul style="list-style-type: none"> Adopt new governance duties as agreed upon in the future state governance model Validate understanding of new roles and responsibilities, raise concerns or issues as needed
SPMO	<ul style="list-style-type: none"> Operate and manage the future state governance model
Assumptions	<ul style="list-style-type: none"> All roles and responsibilities defined above are applicable to interdependent deliverable execution requirements Other stakeholder groups (i.e. HCFA employees, System Integrators, SPMO, Project Sponsors and Project Teams) to provide stakeholder information as needed to drive governance administration

EA – BOM Design Roles and Responsibilities

EA-BOM Design Role	Responsibilities
TAS OCM Team	<ul style="list-style-type: none"> Provide insights regarding mindsets, behaviors, patterns of adoptions (i.e. using tools like the CCA) Outline stakeholder management needs and change management activities to mitigate change resistance as they relate to the outcomes of the new operating model and organization design (to support stakeholder buy-in, understanding and adoption) Provide training recommendation to support new EA BOM organizational design
Assumptions	<ul style="list-style-type: none"> TBD